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MEXICO

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ACKNOWLEDGMENT

This Resource Unit has been published under the direction of the Provincial Elementary School Curriculum Committee of the Department of Education, which appointed a Resource Unit Sub-committee to evaluate and revise resource units prepared by various school systems, with a view to making those of outstanding value available to the teachers of this province.

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"Mexico" was compiled by the Edmonton Elementary Teachers' Association, in co-operation with the Edmonton School Board. It has been revised by Mr. J. Wood of Virginia Park School, under the direction of the Resource Unit Sub-committee.

NOTE:—This unit has been designed primarily for use in Section B, Grade IV, but may be of value in other sections of the Grade IV programme.

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CONTENTS

	Page
Introduction	5
A Brief Review of the Mexican Background	6
History and Legends	8
Purposes	14
Motivational Preparation	14
Audio-visual Aids	15
Units of Study:	
Location of Mexico	16
Physical Features	16
Climate	17
History and Government	20
The People of Mexico	24
How the People Work	26
Problems of the Mexican People	28
Evaluation	28
Culmination	29
Check List of References	29
Additional Material	31

GRATIANA DANCING AND SINGING

See! with what constant motion,
Even, and glorious as the sun,
Gratiana steers that noble frame.
Soft as her breast, sweet as her voice
That gave each winging law and poise,
And swifter than the wings of fame.

She beat the happy pavement
By such a star made firmament,
Which now no more the roof envies;
But swells up high with Atlas even,
Bearing the brighter, nobler Heaven,
And in her all the Dieties.

Each step trod out a lover's thought
And the ambitious hopes he brought,
Chained to her brave feet with such arts;
Such sweet command and gentle awe,
As when she ceased, we sighing saw
The floor lay paved with broken hearts.

So did she move; so did she sing
Like the harmonious spheres that bring
Unto their rounds their music's aid;
Which she performed such a way
As all the inamoured world will say
The Graces danced and Apollo played.

—Richard Lovelace.

INTRODUCTION

Mexico is a fascinating land of striking contrasts, geographic and social, where the past is always mingling with the present.

Within this land there are misty mountains and high rugged plateaus; isolated valleys; vast deserts and impenetrable jungles bordered by tropical seas. Located partly in the tropics, the variations in the altitude of the land make Mexico a land of different climates.

Its quiet villages where life proceeds as it did several centuries ago, and its colonial towns reflect a colorful past. Nearby large and modern cities reveal the energetic spirit of present-day Mexico. In this land great civilizations, rivaling in glory those of Ancient Egypt and China, flourished before the discovery and conquest of the Western World, providing the native Indians with a proud and noble heritage. The lives of the people reflect the customs of these ancient peoples fused with the culture of the Spanish. There is everywhere a striking mixture of yesterday and today.

The great variations in climate and terrain, and in the cultural backgrounds of its inhabitants, affect the lives of the Mexican people. Many problems face this old country and young nation.

There is beauty, color, gaiety and romance in this land of many contrasts. A study of Mexico can provide interesting, challenging, thought-provoking, and enriching experiences for all pupils.

A BRIEF REVIEW OF THE MEXICAN BACKGROUND

Area: Approximately 760,000 square miles.

Capital: Mexico City, Population 2,225,000.

Population: 25,000,000.

National Flower: Dahlia.

Independence Day: September 16, 1810.

National Hero: Benito Juarez.

Principal Products: Corn, gold, silver, zinc, lead, cattle, cotton, wheat, copper, sugarcane, coffee, beans, henequen.

Principal Exports: Minerals (silver, lead, zinc, copper); cotton textiles; coffee; fresh fish and shell fish; bananas; shoes; vegetables.

Principal Imports: Wheat; iron and steel manufactures; paint; cotton textiles; tractors; pharmaceutical supplies; corn; hops; malt; alkaline cyanide; generators, electrical motors, and apparatus for measuring electrical units; telephone apparatus.

Climate: Owing to the varying altitudes as well as to the country's location in both the Tropical and Temperate Zones, the climate is greatly diversified. The mean temperature in the warm lowlands varies from 80 to 90 degrees Fahrenheit, while the temperate plateau, at an average altitude of 6,500 feet, has a mean temperature ranging from 60 to 70 degrees. The mean temperature of the cool regions, over 8,000 feet, is about 60 degrees.

Chief Physical Characteristics: Two mountain ranges traverse the country in a northwest-southeasterly direction, forming between them a number of valleys and plateaus of differing altitudes. The plateau of Anahuac, in whose southern extreme the capital is situated, is the largest of the upper tablelands and Mexico's most dominant topographical feature.

Means of Approach: Mexico has a coast line of 4,438 miles on the Pacific side and 1,774 miles on the Gulf of Mexico and the Caribbean Sea. The most important sea ports on the Gulf of Mexico are Tampico, Vera Cruz, Puerto Mexico, and Campeche, while those on the Pacific and the Gulf of California are Guaymas, Mazatlan, Manzanillo, Acapulco and Salina Cruz. Caribbean ports connect in normal times with the United States, Canada, the West Indies, Central and South America, and Europe. Pacific ports connect with the west coast cities of the United States, Canada, and Central and South America. There are connections between the railroads of the United States and those of Mexico at the border points of Nagales, Piedras Negras, Ciudad Juarez, Laredo, and Matamoros. Railway service is maintained from the Guatemalan border to Vera Cruz and Mexico City. A highway from Laredo to Mexico was formally opened in 1936. There are direct air services between Mexico and the United States, Central America, and Cuba.

History: Important events.

1325 - 1520: Aztec Empire.
1519 - Cortes lands at Vera Cruz.
1521 - Cortes conquers Aztecs.
1550 - 1810: The colonial period. Mexico largely shut off from the outside world. Development of mines and large ranches. Much wealth drained to Spain.
1810 - Father Miquel Hidalgo proclaims Mexican independence.
1824 - Constitution proclaimed. Felix Fernandez becomes first president of Republic of Mexico.
1846 - 1848: War with the United States.
1867 - Benito Juarez.
1876 - 1910: Era of progress and prosperity under Profirio Diaz.
1910 - 1924: Bloody internal strife.
1917 - New constitution.
1938 - Expropriation of foreign-owned oil companies.
1946 - 1952: President Meguel Aleman continues highway building, agrarian reforms, hydroelectric and irrigation projects.

Mexican Currency: The Peso and the Centavo. The peso is equivalent to approximately eight cents on the American dollar. The Mexican peso is divided into 10 centavos. Mexico uses the "$" to indicate pesos, and "C" for centavos. For instance, ten pesos and seventy-five centavos are indicated thus: $10.75; fifty centavos: 50c.

"Whenever Mexico's President Adolfo Ruiz Cortines is asked to name his country's greatest problem; he answers in one word: 'Poverty'. From his office in the Palacio Nacional, Mexico's White House, President Cortines can see the shabby mud - brick homes of the poor. He can also see the barefoot vendors on the streets who eke out a living by selling fruits and vegetables.

But President Ruiz Cortines is doing more than talking about his country's problem. He is doing something about it. During his term of office which began in 1952 and will continue until December, 1958, he has helped bring about many changes in Mexico.

Within the past year for instance Mexico's farm and factory production has increased by at least 10 per cent. In 1955 for the first time in many years, Mexico managed to earn more from world trade than she spent on foreign goods. The Mexican government is spending a record sum of money for irrigation and other development projects."

(Taken from September, 1956 issue of World Affairs)

MEXICO

Important Cities and Towns of Mexico

Mexico City—Capital. Cultural and political center and heart of the nation's economic and industrial life.

Guadalajara—Noted for its graceful Spanish architecture. Manufacturing and agricultural centre. (Ceramics, breweries, textiles.)

Monterrey—Iron and steel works, breweries, flour and cotton mills.

Puebla—Cleanest and most healthful of Mexican cities. Cotton weaving and glass factories.

Merida—Distributing point for agricultural products (henequen, chicle, fruit, cattle, timber, tobacco, potatoes.)

Torreon—Cotton and flour mills.

Vera Cruz—The nation's most important seaport. Manufacturing of liquors, chocolate, cigars, tiles, and footwear.

Tampico—Oil refining and shipping.

National Flag and Coat of Arms

The Mexican flag consists of three vertical stripes of equal width, green, white and red, the colors symbolizing the aspirations of Mexico at the time it began its life as an independent nation. In the center of the white stripe is the national coat of arms.

The coat of arms consists of the royal eagle perched upon a cactus plant with a serpent in its talons—the legendary omen that led the Aztecs to found in 1325 their great city of Tenochtitlan on the site now occupied by Mexico City. The eagle is encircled with the words "Estados Unidos Mexicanos", above and crossed oak and laurel leaves below.

AN OUTLINE OF MEXICO'S RECENT HISTORY

(Background material for the teacher.)

When Spanish power in Europe began to weaken Mexico started her struggle for independence. The peasants (peons) were practically slaves to their Spanish landlords and even the Mexican-born Spanish felt unjustly treated by the government. As a result when two priests Hidalgo and Morelas urged a revolt early in the nineteenth century they started a great movement toward liberation. Hidalgo and Morelas were not successful in their efforts but many revolts followed and by 1822 the colony obtained its freedom from Spain and became a republic.

In 1860 Mexico discovered its national hero in a Zapotec Indian, Benito Juarez, who became president of the republic. 'Juarez' educated himself to be a lawyer and as the liberator of the downtrodden he became the idol of the peasant class. During Juarez's term of office the French attempted to set up as ruler of Mexico the Austrian Archduke Maximilian. United States intervention helped to bring about his speedy downfall and Maximilian was shot. Juarez then assumed control of all Mexico. He broke the power of the Roman Catholic church in his country. (The people remain Catholic almost entirely but the church no longer owned land in the country nor had the same political influence it once had.) Juarez also had a hand in shaping the original constitution of the republic.

In 1917 a new constitution was drawn up. A republic patterned after that of the United States was formed with a president elected for a six-year term and a chamber of deputies whose term of office lasts three years. This constitution was further modified in 1929 and 1933. The constitution provided that land owned by the few wealthy families in each of the states be confiscated. It has been allotted to the village assemblies of recent times to portion out the land to families and by this method two million people have received individual allotments of land. Further reforms in the 1934 - 40 period, during the office of Cardenas, resulted in the expropriation of natural resources from foreign investors. The oil properties alone which were naturalized represented an investment of $450,000,000. The heavy debt the country was in was lightened by repudiating the debt with Germany, settling the debt to the U.S.A., and defaulting in that owed to Gt. Britain and others.

In Mexico there has been evidences of a new spirit in the people. During the 1930 - 1940 period there was a 17% increase in population as a result of improved living conditions. Education is now free and compulsory. There are over 15,000 schools and 10 Universities. Hospitals and roads are being built. There has been a vital awakening in regard to art, especially painting, which has been viewed with some astonishment by people of more advanced nations for it indicates a latent energy and talent hitherto unrecognized in Mexico.

MEXICAN LEGENDS

The Legend of Indian Corn

Quetzalcoalt was the god of the Aztecs. Quetzalcoalt was worried as the Aztecs increased in the land of Mexico and food became scarce. People did not plant crops in those days. They ate fruit from the trees. The fruit was rapidly disappearing. Quetzalcoalt pondered the problem of what to do for his people. As he did so he fell asleep and dreamed a splendid dream.

A maiden with white skin and golden hair and dressed in a clinging green gown spoke to him in the dream. She told him to go to the home of the ants and there he would find seeds that his people should plant. These seeds would yield a thousand fold.

Quetzalcoalt, the god of the Aztecs, awoke. He went to the home of the ants. But Quetzalcoalt could not enter the nest for he was too large. He had first to change himself into an ant and in that way he could creep in. He found the golden grain which he carefully carried out to the surface. Then he changed back into his own form and went to his people.

"Plant these grains," he said. "Plant them carefully. They will yield a thousand fold."

So the Aztecs planted the grain and so it grew. The tall stalk rose, the white kernels with the silky golden hair emerged tightly wrapped in rustly green leaves. Slowly the kernels turned a golden color and the corn was ready for food. It yielded a thousand fold.

Every where in Mexico today corn grows. Every farmer has a small patch and many farmers have large fields. Corn is needed for tortillas, the bread of Mexico.

The Legend of the White Lady

Forty miles from Mexico City is the great volcano Popocatepetl (po-po-ka-te-petal) and beside it is Ixtaccihuatl (es-ta-si-wah-tal) or the sleeping lady. The legend concerning the two is well-known to all who live in that area.

Once upon a time the maiden Ixtaccihuatl lived in the moon. She had to keep the moon's light shining brightly so that all people on earth could see their way about in the dark.

One night the moon lingered so long that it was time for the sun to come up. Now in the sun lived a very handsome young man. The Indian maiden of the moon saw the young man for the first time. She fell in love with him and he with her.

In order to make herself beautiful for the young man, the Indian maiden began to make herself a dress of silvery material. She stayed up many days sewing when she should have been in bed. She became very sleepy.

One night she fell asleep. The light of the moon went out. The people on the earth could not see in the dark. They called on the great Spirit to hear what had happened and to give them a light.

While this was going on the maiden awoke in a great fright. She set the moon alight and began to polish its face. But alas, it was too late. The Great Spirit said that for punishment the maiden must be a prisoner on earth for ten thousand years. She was changed into a mountain of rock and lies near Mexico City sleeping away the time of her punishment.

The young man was heartbroken. He asked the spirit to let him come to earth as a mountain also. His wish was granted. Today Popocatepetl stands guard beside the sleeping maiden Ixtaccihuatl.

The mountains of Mexico are particularly interesting. The range to the west is called the Sierra Occidental, the one running along the east coast is the Sierra Oriental. Between the two is a high plateau. The two ranges meet just below Mexico City and go on as the Sierra del Sul (of the south). Where the ranges meet is a band of mountains right across the country. These mountains have been, or still are, active volcanoes. Earthquakes are common especially in the western part. Mount Orziba, the highest mountain in Mexico and the third highest in North America is now almost dormant. Popocatepetl is a volcano but only a puff of smoke indicates that it is still alive. Ixtaccihuatl nearby is now extinct. Thus the volcanic activity is varied.

In February, 1943, two hundred miles west of Mexico City a new volcano, Paricutin was born. One day a Mexican farmer noticed smoke arising from a slight depression in his cornfield. That night severe quakes, accompanied by flashes of light and the roar of exploding rocks filled the night. By morning a cone fifty feet high covered the corn field. In six months time it was 1,500 feet high and had destroyed two villages. Scientists watched it grow. It was the first time living people were able to watch and record the growth of a volcano. In the beginning the volcano erupted every six minutes tossing great stones in the air. Lava poured out through the cone. El Paricutin stopped erupting in 1952, nine years after it was born but it is still an interesting sight for tourists, this contemporary volcano.

The following slice of life stories have been written to give emphasis to the point that the children should finish an enterprise on Mexico with an appreciation of what the lives of boys and girls in Mexico are like. To do this we have tried to show Mexico through the eyes of two Canadians.

SOUTH TO TEHUANTAPEC (TAY-WAHN-TAY-PEK)

"Hurry little ones. The train for Tehuantapec leaves in half an hour." It was Uncle Pedro calling Benita and Rafael his niece and nephew who had flown all the way from Canada to Mexico to visit their dear Uncle Pedro.

"Hurry," echoed Benita and Rafael as they rushed breathlessly to get ready.

"HURRY, hurry, HURRY, hurry," puffed the train when they reached the station. Soon the rails and wheels were singing "Clickety clack, on our way. Here we are on our way".

"Is Tehuantapec close to the sea, Uncle Pedro?" asked Rafael.

"No the sea is miles away but we shall drive to Salina Cruz on the sea while we are there."

Just then Benita saw some sugar cane. "See the cane Rafael. Isn't it high?"

"How do they get the sugar out?" asked Rafael wonderingly.

"It is sweet sap that they squeeze out," answered Benita. "You must have heard Father say so many times. I have."

Uncle Pedro ruffled Rafael's hair in a friendly fashion and added, "The peons cut the cane with their machetes (large knives). The stalks are loaded on carts and taken to the factory. Rollers squeeze out the sweet juice. This becomes molasses when it is strained. After that they start to refine and dry the molasses until finally white crystals are formed. Don't you study about such things in Canada, Rafael?"

Rafael shook his head, "I don't remember," he said. Then suddenly he looked out the window and smiled as he pointed to the great mountain on the horizon.

"Star mountain we call it," said Uncle Pedro thoughtfully. "Its real name is Mount Oriziba. Many people say it is the most beautiful in all Mexico."

The children looked for a long time. "I think old Popocatepetl is just as nice," said Rafael.

"May we go back to the second-class carriage, Uncle?" asked Benita. "There will be more children in it."

"Yes, little ones, but do not be gone too long."

The second class carriage was fun. There were many people, many children and ever so many babies. There were bundles and packages of all sizes. There were chickens in crates under the seats. Everyone was so happy that it was like a fiesta.

Benita sat down beside one young mama with two brown babies. The mama showed her a turkey she was taking with her.

"We shall eat that one when we get to my sister's. Do you like turkey mole?"

"Ah," said Benita, "I do indeed. It is my favorite dish."

(The mole is a rich spicy sauce of raisins and chocolate which goes with the turkey.)

"How far are you going, Senora?" Benita asked.

"Two stations more. We shall have a lovely holiday with my relations, and there will be a fiesta, no doubt," answered the little lady.

Just then the train slowed for a stop. Everyone popped his head out the window. The children gazed at the platform, which looked like a picture that had come alive.

Brown natives were gliding smoothly along the platform with trays of flowers and glistening fruit. The women's faces and shoulders were framed by blue rebozos (ray-bo-zos). The men were wearing gay serapes and large straw sombreros.

Their musical voices chorused as they showed what they had to sell. Quickly the centavos and pesos changed hands with smiles, nods and the courteous talk you hear everywhere in Mexico. "Muchias Gracias (Moo-chias- gra-siahs) (Thanks very much)," may be said swiftly, but it is never forgotten.

Benita was interested in a hollow banana stalk filled with gardenias. She bought two flowers and put them in her hair. Rafael bought a mango and a bunch of bananas.

"Toot, toot," the train whistle blew. The villagers quickly lowered their prices, and darted here and there to last-minute customers. With a final shriek the train took itself off down the mountain slope and the passengers settled into their places once more.

Everyone smelled the flowers, and ate the fruit and tortillas they had bought. The coach now buzzed like a beehive. A young cabellero at the end strummed on a guitar and sang a vaquero song in the swinging style of all cowboys.

Soon the train shrieked for another stop. Benita and Rafael scrambled to help the little mama collect her bundles. Rafael picked up the old turkey who gave a feeble gobble. Benita carried the brown babies to the platform and then hurried back to the steps of the train. The little mama's face was wreathed in smiles as she waved and called, "Muchias gracias, little ones".

"Adios, adios, Senora, and wee pigeons," they waved back.

"ESCUELA DE PUEBLO"

When Rafael and Benita were in Tehuantapec with Uncle Pedro they were invited by young friends of Uncle Pedro's to visit in a small school on the outskirts of the city. At first Uncle Pedro thought that Felipe and his sister Carmela were foolish to offer to take the two Canadians.

"They don't know enough Spanish yet," he said to Felipe.

"Not at all, sir," answered Felipe. "They do very well and all the older children at school know how to speak some English. It will be a good chance for them to practice it." So it was decided that Benita and Rafael should go to school with Felipe.

One of the student-teachers (at left) explains to villagers the meaning of an exhibit put up as a part of a literacy campaign.

Felipe told them that when the school was first planned the children all went to the building site and planted flowers round about. Sure enough, when they came in sight of the school it was surrounded by beautiful flowers.

The school itself was very different from any school Benita and Rafael had ever seen. It was a white plastered adobe brick building with a huge patio inside the high wall. You entered the school room from the patio but Benita and Rafael didn't go beyond the patio for hours. There was so much to see.

When they arrived the teacher was seated on a ledge, holding in his hand a pot with a large plant growing in it. Two boys were beside him.

"Why is it then, Carmen, that this plant is so much better than the others? Did you water it more?"

"No Senor, I watered them all alike. I gave this one special fertilizer."

"And what do you think about animals that live on such plants?" The teacher had spied Felipe and addressed his question to him.

"I don't quite know, Senor, but I think that they would be stronger and better too for eating better food," replied Felipe.

The teacher held up one of the other plants. It was smaller, had paler green leaves and less gloss to them. They all compared the plants for a moment. Then the teacher set them down.

"And now you have brought visitors, Felipe. Introduce them, please." After the introduction the teacher welcomed the Canadians in a very correct English and told Felipe and Carmen to show them all things which they might find of interest.

The teacher then gathered all the smaller children over in a shady corner of the patio where a large blackboard was set in a frame. The children sat on wooden benches before it. In happy sing-song voices they read:

"Buenos dias, senor profesor. Que hora es? Son las diez de la manana," and on and on. The teacher sometimes stopped and seemingly corrected them. Everyone spoke at once. Just occasionally one pupil spoke.

In the meantime one of the older children took Benita to one corner of the patio to show her the brooms they had been making from cactus fibres. Benita thought they made very good brooms. Another big girl showed her some soap she had made. "The professor says it is very good soap," she said proudly.

"What strange things you learn in school," said Benita. "I have never made soap."

"Don't you learn how to make and do things to keep clean?" asked the big girl.

"Oh yes, we learn how to keep clean but not how to make things like this. It is a very interesting thing to do, of course," she added hastily.

The rest of the morning was spent in watching weaving that was being done, trying to paint a design on a pot and going over the garden seeing the plants on which the boys were experimenting with different kinds of fertilizers.

Benita and Rafael were surprised at how much English the boys knew. They were told that in most Mexican schools English is now taught as well as Spanish.

To finish off a very interesting and enjoyable day the whole class sung for their visitors a group of Spanish songs. The soft musical voices sounded to Benita and Rafael the sweetest they had ever heard. They thanked the teacher for letting them attend and said how much they had enjoyed it all. Going down the road from the school they looked back to the words "Escuela De Pueblo" over the door. It seemed quite the most interesting school Benita and Rafael had ever seen.

THE BULLFIGHT

On the last day in Tehuantapec Uncle Pedro took Rafael to a bull fight. Benita excused herself. She wanted to go back to the school with her friends, Carmela and Felipe.

"It's horrible to kill bulls," said Benita. "I don't want to see things die."

"But it's exciting," said Rafael.

Rafael was fascinated by the fight to begin with. The stands were packed with excited people.

A great roaring black bull rushed into the ring, slowed for a minute to see what was there that he might challenge, and immediately there ran forward three toreros waving red flags. Three picadors mounted on horses followed. The picadors had long poles or picas with sharp metal points. The bull rushed at the red flags and the picadors raced around to stab him with the picas. The bull finally ran to one side to get away from the sharp picas. Then in came the banderillas who drove

darts into his neck. Long streamers attached to the banderillas hung to the ground and annoyed the bull. The pain from the banderillas was quickening his temper and he slashed at his attackers with lightning speed.

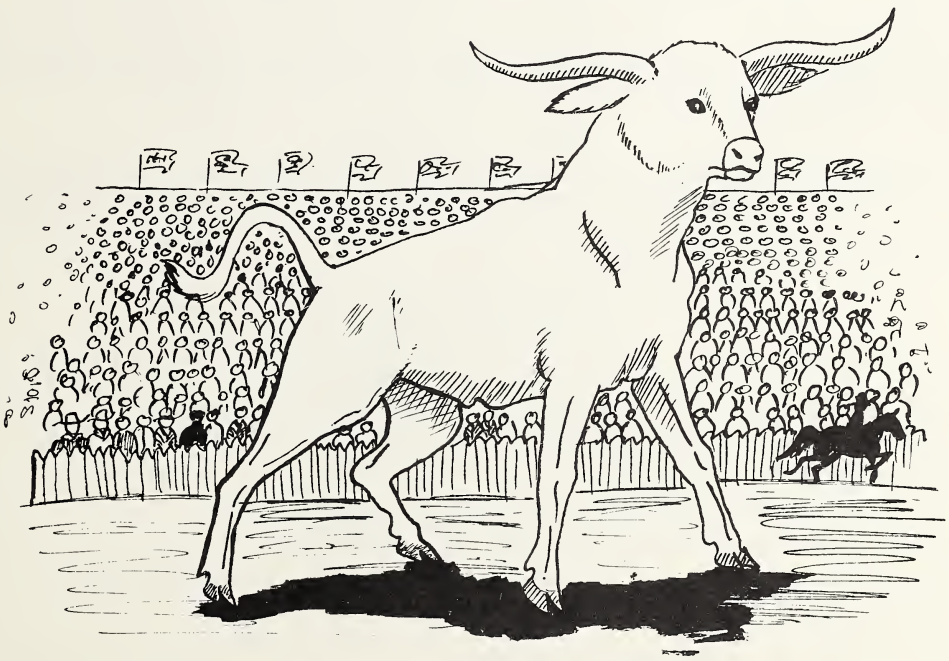
Now in came the matador. Dressed in an embroidered suit and carrying a red cloak in his arms, he was greeted by cheers from the spectators. The toreros danced forward to tease the bull again and then retreated to let the matador take over. When the bull charged him the matador stepped neatly aside in a graceful manner as the bull sailed through empty air. But round he came and charged again and again. Once he flashed by so close that there wasn't time to flick the red lined cloak and then there was a ripping sound from it. How the crowd cheered! This was exciting! Maybe the bull would rip the matador next time. But the matador was ready with his sword and when the bull went past him with his head down the matador plunged it down through his shoulders. The bull's knees collapsed, his head fell forward. He sank to the ground and died before their eyes. The air was filled with sombreros and fedoras which went sailing out into the ring. The crowd all stood and cheered the brave matador. Perhaps, too, they cheered a little for the brave bull. Now the dust began to settle and the sun was hot on Rafael's head. He wished that he could go home.

Uncle Pedro looked at Rafael and Rafael looked at Uncle Pedro. Uncle Pedro could see that his small nephew had enough of bull fighting for the day. Five more bulls were to be killed and already the crowd was settling down for the next one.

"I think perhaps I like Canadian sports best, Uncle Pedro."

"Yes, I understand, Rafael. Here small boys pretend to be matadors from the time they are quite small.

But when you go home to Canada you will no doubt remember and be glad you saw the bullfight. Watching the bullfight is the national pastime of Mexicans.



Olé el toro!

PURPOSES OF STUDYING MEXICO

In no two classes will the same specific objective be established. The needs of the pupils in basic skills and the interest and abilities of the pupils will determine the definite aims of each group's study and activity. The following outline gives some suggested goals to be aimed for in the general study of Mexico.

Knowledges

1. To discover Mexico's location through instruction in global geography.
2. To learn the geographic features of the country.
3. To know of the various climates of the country.
4. To learn of Mexico's past and of its present structure of government.
5. To gain a knowledge of the lives and customs of the people.
6. To learn of the industries and products of the land.

Understandings

1. To realize the influences exerted by physical features, climate, heritage and natural resources upon the lives of the people.
2. To increase in appreciation of the changes coming.

Appreciations:

1. To aid the pupil in gaining an appreciation of the arts, crafts, and music of the Mexican people.
2. To increase in appreciation of the changes coming.

Note: Above all the children should obtain an appreciation of how other children in a hot, sun-baked land to the south of us live in adobe huts, get much of their food from the fruit of tropical trees that grow around them, go to school in a kind of happy-go-lucky fashion, love to go to market and take a share in the trading, develop remarkable skill with their fingers in making objects of art, and, in short, enjoy a life that is rather different from ours. They should not go through the enterprise without having gained a feeling for the kind of a place Mexico is.

The geography and history as outlined is for a rather advanced Grade IV class and the teacher should feel little need to cover all of it. A knowledge of where Mexico is, something of its mountains and dryness, something of its jungles and wetness along the coast, and stories from the history which the children will enjoy and understand are all that is necessary to establish a suitable background for life as it is in Mexico today.

MOTIVATIONAL PREPARATION

The initiation of the enterprise should attempt to do more than awaken interest in a strange-to-the-pupil land. A carefully planned preparational program provides the pupil with a background of knowledge which motives interest in each phase of the work, and enables the pupil to work with determination towards his established goals with greater understanding.

Possible Approaches:

1. Have pupil who has visited Mexico relate his experiences to the class.
2. Discuss objects brought from Mexico by relatives and friends.
3. Arrange an attractive display of Mexican scenes, art, birds, flowers and animals.
4. View and discuss films and filmstrips.
5. Conduct planned "story-reading" program.

Suggestions for a Reading Program

1. From readers and available books prepare a list of short stories to be read or related by individuals or small groups to the class. (The social atmosphere of the class is enhanced when a pupil is permitted to contribute any information that is not already known to the others.) Caution: The teacher in the higher grade has an undisputed right to new material at his grade level. It would be unfair to obtain stories from advanced readers currently in use in the school.

2. Allow for dramatization of stories under pupil direction.
3. Read to the class stories related to the topics not mentioned in pupils' stories.
4. Plan each period to allow for discussion of stories related.
5. Compile list of interesting facts learned through reading.
6. Place on exhibit pictures, charts, news items, and art prompted by illustrations in stories read.

Some stories for reading are:

1. "A Sombrero for Pablo," **Up and Away,** pages 134 - 139.
2. "The Yucca Plant," **From Sea to Sea,** pages 227 - 231.
3. "Benita's Black Bowl," **Under the Sun,** pages 91 - 97.
4. "Romona of Mexico," **Friends About Us,** pages 203 - 222.
5. "The Silver Saddle," **Wide Open Windows,** pages 116 - 131.
6. "Juan's New Boots," **Friends Near and Far,** pages 274 - 283.
7. "Little Folks From the Land of the Sombrero," **Children of Other Lands.**
8. "A Lift for a Burro," **More Streets and Roads**, pages 91 - 97.

List of birds, flowers, and animals for display.

Birds: parrots, scarlet cardinals, humming bird, pheasant, quail, wild ducks, wild geese, doves, American egret, cranes, blue herons.

Flowers: orchids, gardenias, violets, calla lillies, bougainvillia, climbing geraniums, roses, carnations, chrysanthemums, wisteria, poppies, daisies, poinsettas, marigolds, golden calendula, jasmine, oleanders, azealeas, camellias.

Animals: cattle, oxen, goats, pigs, chickens, burros, turkeys, horses, sheep, mountain lions, bears, wildcats, deer, wolves, wild boar, coyotes, raccoon, leopard, fox, monkeys, jaguar, puma, tapir, oysters, clams, mollusks, salmon, trout, bass, sharks, pythons, butterflies and turtles.

AUDIO-VISUAL AIDS:

*1. Modern Mexico Series of Eight Colored filmstrips. (Obtainable from Johnson Brothers, Educational Films and Records, 5512 - 20th Ave., N.W., Seattle 7, Washington. (Complete set $24.00. Each filmstrip $3.00.) Contains the following eight strips.
   —"Teresa and Her Family"—Daily activities in a middle class Mexican home in Guadalajara.
   —"Mexican People Have Fun"—Recreation in parks and playgrounds in the cities. Fun at a fiesta for boys and girls. Lake and Mountain resorts for the family.
   —"Schools of Mexico"—Old and new type schools contrasted.
   —"Hot Wet Lands"—Abundant rainfall and hot humid air produce tropical fruit, lush growth, permit less sturdy house construction, and demand cool clothing. (Dept. Ex. 1982)
   —"Mountain Lands and Volcanoes"—In this area are the spectacular snow-capped volcanoes. Paricutin, a live volcano, in action. Mining towns set in deep barren ravines. (Dept. Ex. 1983)
   —"Arts and Crafts"—Rug weaving from gnawing wool through all steps in the process as carried out in a "family shop". Grass and fibre woven products. Ancient design applied to modern living.
   —"Mexico City"—Similarities and contrast to other great world capitals. Transportation, recreation, industry, commerce, and homes emphasized.
*2. Modern Mexico, Series II, 7 colored filmstrips. Also obtainable from Johnson Brothers @ $3.00 each.
3. A3646 Mexican Pottery (Department of Extension).
4. P-1585 Mexico.
5. P-749 Mexican Children.
6. P-1525 Land of Mexico.

* Also available from Audio-Visual Aids Branch:
Series I—Pk 2589 to Pk 2596
Series II—Pk 2666 to Pk 2672

LOCATION OF MEXICO

Purposes:

1. To help the pupil gain a knowledge of Mexico's location in the world in relation to Alberta.
2. To aid the pupil in gaining understandings of geographic concepts.

Major Learnings:

1. Mexico's location on the continent of North America. Mexico's position in those countries termed "Latin American". Location of neighboring countries and surrounding waters. (United States, Guatemala, British Hondorus, Gulf of Mexico, Caribbean Sea, Pacific Ocean and Gulfs of California and Campeche.)
2. Methods of travel to Mexico from Canada and possible routes by land, sea, and air.
3. Mexico's position in the climatic zones. Possible explanation of the seasons.

Activities:

1. Draw maps of North and Central America to show countries, surrounding waters, and routes of travel.
2. Solve problems regarding distances.
3. Investigate and report on routes of travel.
4. Make list of geographic terms and definitions. (Use dictionary. "People of Other Lands" is useful for this purpose.)

References:

1. **Living in Latin America.**
2. **Southern Lands.**
3. **Neighbors in Latin America**, p. 23.
4. Schedules from C.P.R., C.N.R.

Terms: border, boundary, coast line, continent, gulf, ocean, isthmus, peninsula, sea routes, climate, temperate, torrid, tropical, neighbors, tourists.

PHYSICAL FEATURES

Purpose:

To gain an understanding of the geographic features of the country which influence the lives and work of the people.

Major Learnings:

1. Nature of coastal lowlands
   (a) Long coast line but few harbors.
   (b) Narrow Pacific lowlands, wider Eastern lowlands.
   (c) Jungle barriers.
2. Mountains
   (a) Eastern and western ranges meet in south to form giant wishbone.
   (b) Volcanoes—extinct and living.
   (c) Mountains as barriers to transportation.
   (d) Isolating effects of mountains.
3. Features of Central Plateau
   (a) Rugged terrain—numerous canyons.
   (b) Northern desert.
   (c) Concentration of population in the southern plateau.
4. Contrast between peninsula of Lower California and Yucatan.
5. Rivers—short, turbulent, and non-navigable.

Activities:

1. Construct relief map to show physical features.
2. Construct tables for comparisons of:
   (a) Heights of Canadian and Mexican mountains.
   (b) Lengths of Canadian and Mexican rivers.
3. Investigate and report on origin of volcanoes.

(**Living in Latin America**, 134; **Friends Near and Far**, 76; and, **Discovering Our World**, 81 - 84.)

4. Effect of plateaus
   (a) Need for irrigation.
   (b) Climate of plateau areas.

References:

1. **Lands of Middle America**, page 81.
2. **Living in Latin America**, pages 127 - 134.
3. **New World Horizons**, pages 224 - 229.
4. **Neighbors in the Americas**, pages 253 - 257.
5. **Friends Near and Far**, page 76.
6. **Discovering Our World**, pages 81 - 84, Book 3.

Terms: ports, harbor, ranges, volcano, central, plateau, rivers, canyons, mountains, region, cactus, lava, crater, swampy, eruptions, earthquakes.

CLIMATE OF MEXICO

Purposes:

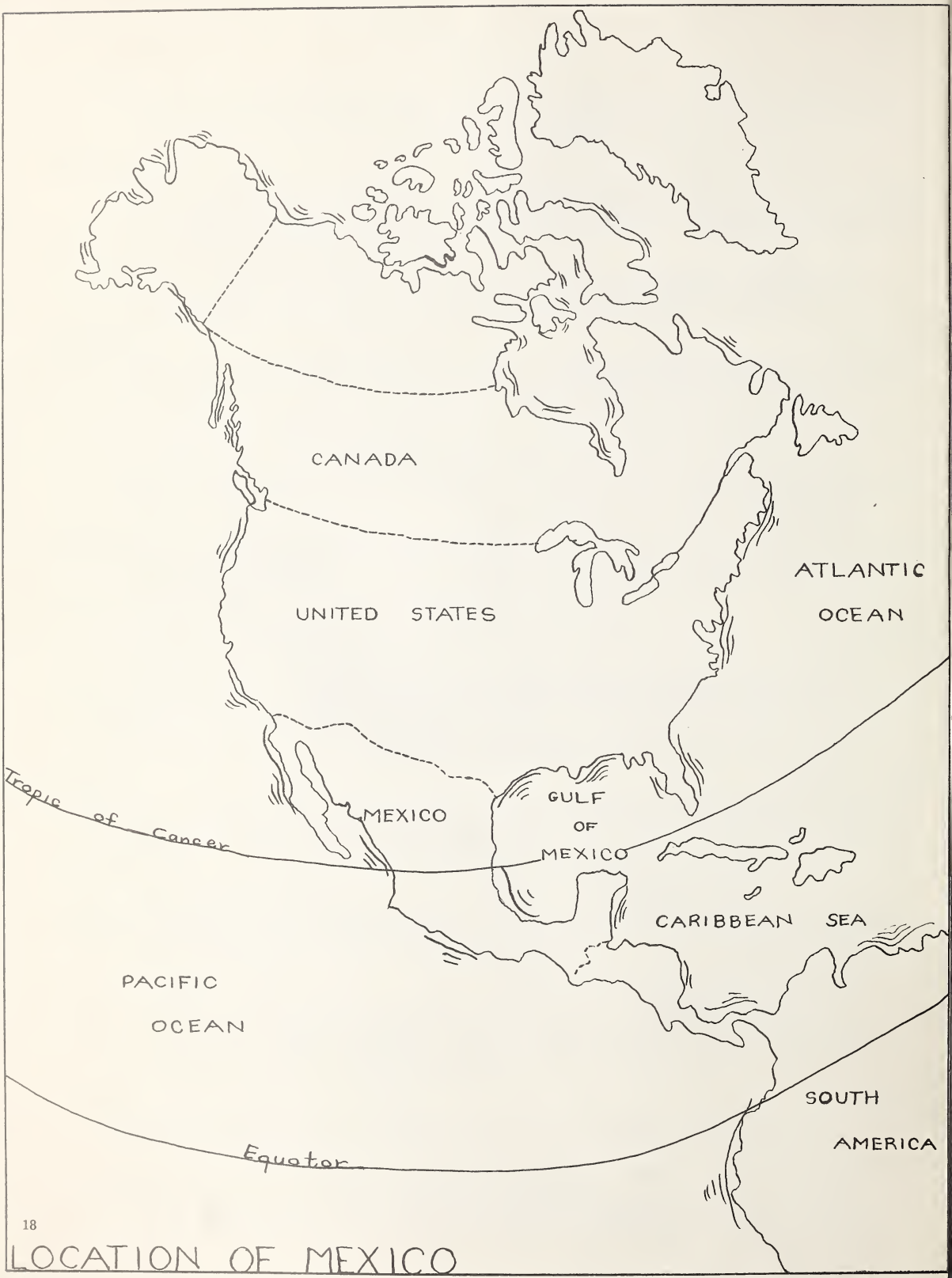
1. To gain some understanding of the factors which influence climate.
2. To gain some knowledge of the diversities of Mexico's climate.
3. To gain some understanding of the ways in which climate affects the lives of the people.

Major Learnings:

1. Mexico's location in the climatic zones (Review).
2. Effects of elevation of land—three climates—Caliente, Templada, Fria
   Caliente—Hot moist land—below 3,000'
   Templada Zone—4,000' - 6,000'
   Fria—Cold Zone—above 6,000'
3. Factors which affect climate—distance from equator, altitude, winds, and effects of oceans and mountains
4. Effects of climate on lives of the people
   (a) Products of each zone.
   (b) Suitable clothing.
5. Effects of amounts of rainfall (deserts, jungles, erosion.)

Activities:

1. Construct cross-section maps to show products of the highlands, mountain slopes, and coastal lowlands.
2. Draw map to show degrees of rainfall throughout the country.
3. Conduct experiment to show that cold air holds less moisture than warm air. Decide where air will be taking up moisture in Mexico and where it will be giving up moisture.
4. Investigate factors affecting plant growth.



LOCATION OF MEXICO

References:

1. **Southern Lands**, pages 22, 23.
2. **New World Horizons**, page 222.
3. **Geography of American People**, page 296.

Terms: equator, altitude, mountainous, elevation, highlands, lowlands, jungle, desert, rainfall, moisture.

HISTORY AND GOVERNMENT

Purposes:

1. To gain an understanding of the influence of the past which affect the present modes of living.
2. To gain a knowledge of the present form of government and political divisions of the country.

Major Learnings:

The history of Mexico, colorful and exciting, may be divided into four phases: Ancient Civilizations, Spanish Conquest and Rule, Revolution and Struggle for Independence, and Recent History.

1. Ancient Civilizations
   (a) Numerous tribes—Mayas, Toltecs, Aztecs, Zapotecs.
   (b) Accomplishments of Indians in building—pyramids, roads, causeways, aqueducts, buildings and temples. Note absence of arch and wheel.
   (c) Advanced state of learning—Mathematics and Astronomy.
   (d) Living conditions of Indian tribes—homes, education, occupations.
   (e) Religious and tribal customs.
   (f) Indian legends. (Omen of the eagle and the snake.)
2. Spanish Conquest and Rule
   (a) Arrival of Hernando Cortes.
   (b) Conquest of Montezuma and Aztecs.
   (c) Exploitation by Spaniards.
   (d) Influence of Spanish missionaries.
   (e) Establishment of haciendas.
   (f) Fusion of cultures.
3. Revolution and Struggle for Independence
   (a) Causes of unrest.
   (b) Work of Father Hidalgo.
   (c) Benito Juarez.
   (d) Adoption of Constitution.
4. Recent History
   (a) Struggle for economic stability. (Land reforms)
   (b) Reforms in education and industry.
   (c) Political divisions—29 states, 2 territories and a Federal District (Mexico City).
   (d) Form of government similar to that of the United States—republic with president.
5. Influence of History
   (a) Three races—Indian (30%), mestizo (60%), white (10%)
   (b) Indian legends and crafts
   (c) Religion and holidays
   (d) Colonial architecture and homes.

Activities:

1. (Art) A. Draw frieze to show events in history. (Indian buildings and ceremonies, Arrival of Spaniards, War between Indians and White men, Spanish villages and buildings, Modern towns and cities.)
   B. Construct Indian villages or Spanish towns from cardboard for sand table display.
2. Dramatizations: Meeting of Cortes and Montezuma, and Indian legends.
3. Make a simple time chart showing the relative ascendancy periods of the Indian tribes, arrival of Cortes and Spanish rule, Revolution of 1810, Benito Juarez, Revolution of 1917, Constitution.
4. Compile data for biographies of Cortes, Montezuma, Father Hidalgo, Porfirio Diaz, Benito Juarez.

References:

Aztecs: **The Day Before Yesterday in America**, pages 158 - 176.
Living in Latin America, pages 119 - 120.
Lands of Middle America, pages 101 - 108.
Reaching Our Goals, pages 171 - 187.

Mayas: **The Day Before Yesterday in America**, pages 125 - 148.
Lands of Middle America, pages 163 - 186.
Other Lands and Other Times, pages 390 - 393.
Living in Latin America, pages 169 - 173.

Toltecs and Zapotecs: **The Day Before Yesterday in America**, pages 147 - 157.

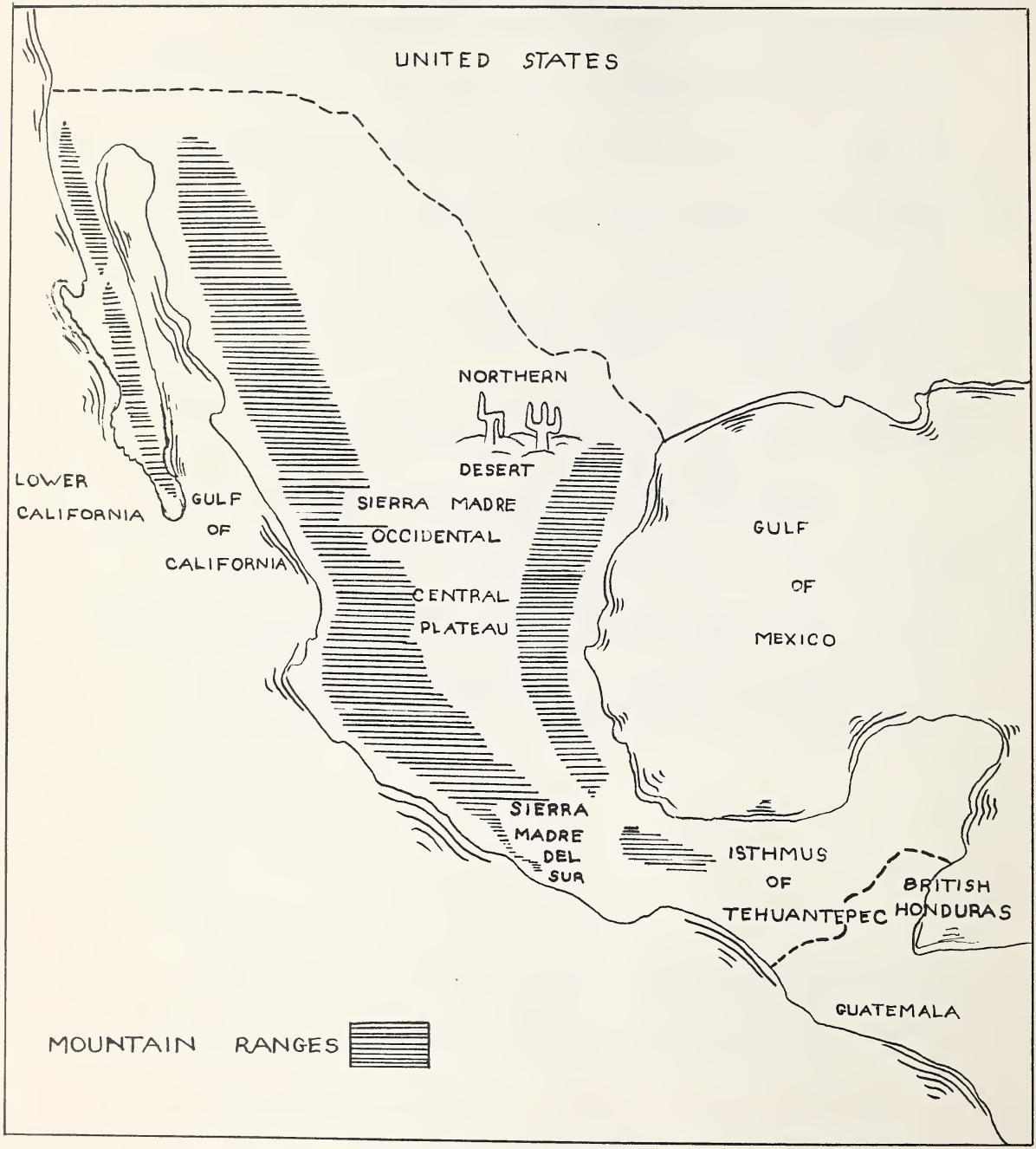
Spanish Conquest: **Living in Latin America**, pages 46 - 53.
Explorers All, pages 43 - 53.
History of Our American Neighbors, pages 20 - 22.
History of Young America, pages 20 - 22.

Independence: **Living in Latin America**, page 153.

Government: **Living in Latin America**, pages 53, 129-130, 133, 136—The Mexican Story.

Terms: causeways, aqueducts, pyramids, priests, warriors, conquerors, conquest, missionary, republic, serpent, temples, islands, tribes, tribute, enemies, ornaments, ceremonies, calendar, exploration, splendor, merchants, slaves, empire, sacrifices, messengers, treasures, government.

Mexico's climate is affected by (1) its nearness to the equator (Part of Mexico is in the Torrid Zone and part of it is in the North Temperate zone). (2) the altitude of the land (the lowlands are hot and the mountain tops are cold). (3) nearness to water, and (4) direction of winds. (5) The mountains.


UNITED STATES
NORTHERN
DESERT
LOWER
CALIFORNIA
GULF
OF
CALIFORNIA
SIERRA MADRE
OCCIDENTAL
CENTRAL
PLATEAU
GULF
OF
MEXICO
SIERRA
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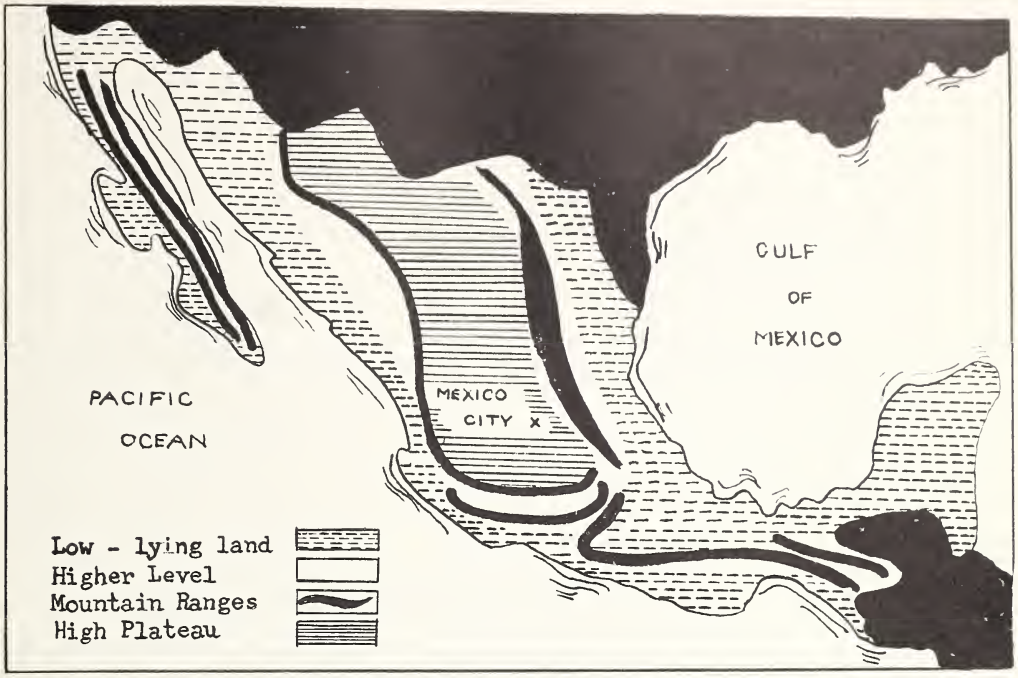
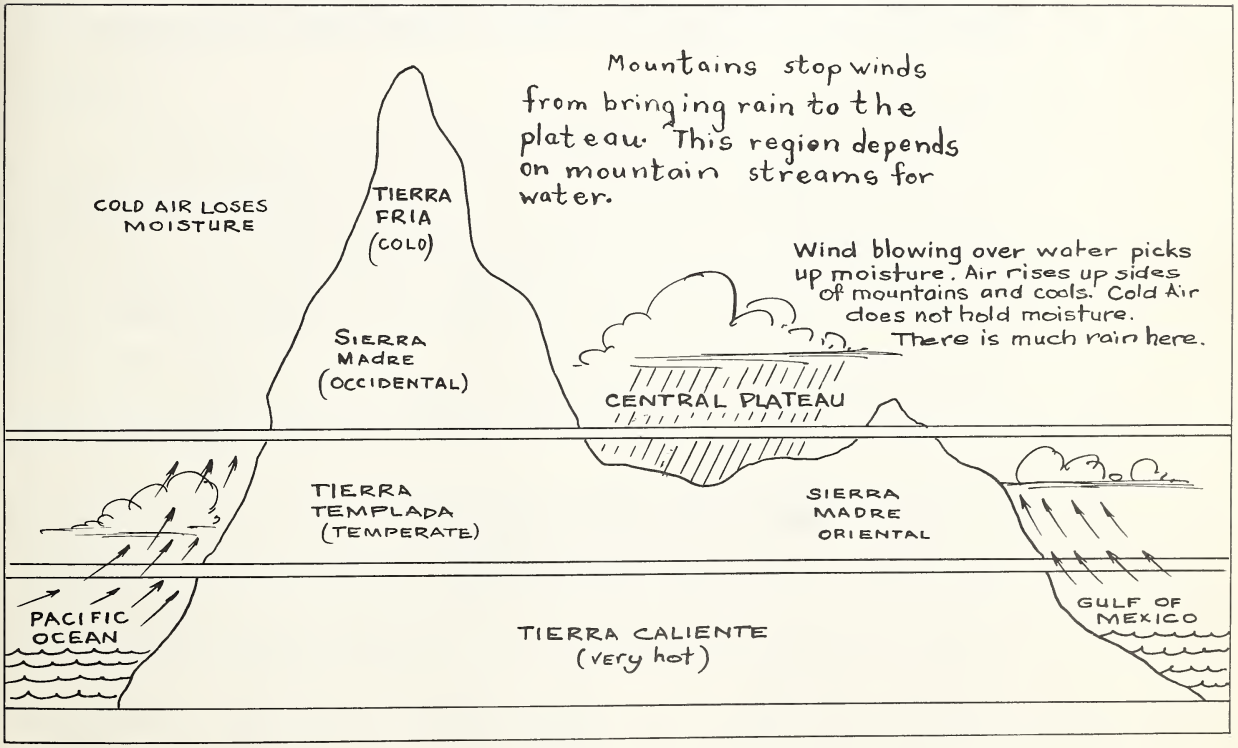
BRITISH
HONDURAS
GUATEMALA
MOUNTAIN RANGES


GULF
OF
MEXICO
PACIFIC
OCEAN
MEXICO
CITY X
Low - lying land
Higher Level
Mountain Ranges
High Plateau


Mountains stop winds from bringing rain to the plateau. This region depends on mountain streams for water.
COLD AIR LOSES MOISTURE
TIERRA FRIA (COLD)
SIERRA MADRE (OCCIDENTAL)
Wind blowing over water picks up moisture. Air rises up sides of mountains and cools. Cold Air does not hold moisture. There is much rain here.
CENTRAL PLATEAU
TIERRA TEMPLADA (TEMPERATE)
SIERRA MADRE ORIENTAL
PACIFIC OCEAN
GULF OF MEXICO
TIERRA CALIENTE (very hot)

THE PEOPLE OF MEXICO

Purposes:

1. To gain a knowledge of the lives and customs of the Mexican people which will enable pupils to advance in appreciation of foreign people.
2. To gain a real understanding of the effects of history and environment upon the lives of the people.

Major Learnings:

1. Three races of people—Indian, Mestizo, White.
2. Contrast between Indian villages, quiet towns and modern cities, (adobe homes, colonial homes, ultra-modern buildings in cities).
3. Typical foods of the Mexican people. (Tortillas, frijoles, chili, tomatoes, chocolate, goats' milk).
4. Characteristic clothing of the people and its suitability to the climate (Sombrero, rebozo, hauraches, serape, China Poblano).
5. Education. (Government program, contrast between urban and rural schools, adult education.)
6. Language (Spanish, Indian dialects, English).
7. Interesting customs. (Fiesta, market day, bull-fighting, serenading, music and legends.)

Activities:

1. Make a topical card index. (Use of index to find information.)
2. Construct adobe houses of clay and trees of crepe paper on pipe cleaners.
3. Weave serapes from wool or decorate strips of cotton with Mexican designs in crayon.
4. Make Mexican animals, fruits and plants from clay or paper mache.
   Note: Suggestions for making animals, fruits, and vegetables, bowls and trays, clay articles, paper flowers and petates are given on pages 189 - 194, **The Lands of Middle America.**
5. Make a movie of Mexican life.
6. Dress dolls to illustrate Mexican clothing. (See page 32.)
7. Make and decorate gourd musical instruments. Shake them in time to music.
8. Make hauraches from heavy cardboard or, as the Mexicans themselves do, from old tires.
9. Prepare a Mexican Dish. (To make tortillas mix salt and shortening to corn flour and water to make a dough. Roll or pound out very thin and bake in a dry frying pan.
10. Assign Mexican names to pupils in the class. Boys' names: Antonio, Daniel, Diego, Jose, Juan, Juanito, Manuel, Pablo, Paulo, Pedro, Tito, Sandros, Tivo, Carlos, Emiliano, Enrique, Francisco.
    Girls' names: Ana, Carmela, Emilia, Juanita, Lupita, Esperanza, Margarita, Maria, Rosita, Ramona, Benita, Carmen, Delores, Panchita.
11. Make booklets of topics investigated in shape of sombrero, mountain, twin-steepled church, adobe hut.
12. Learn Mexican songs and dances.
    "Two Friends" Canadian Singer, Book 4, p. 114.
    "Pilgrims Song" Canadian Singer, Book 6, page 115.
    "The Jarabe," Canadian Singer, Book 5, page 110.
    "The Cowboy," Canadian Singer, Book 5, page 110.
    "Morning Serenade," Canadian Singer, Book 5, page 131.
13. Compile a Spanish-English Dictionary.
    (Phonetic pronunciation has been given as it will be easiest for children to master.)

the beans — los frijoles	(free - ho - lays)
the blanket — el sarape	(say - rah - pay)
the boys — los muchachos	(moo - cha - chose)
corn cakes — las tortillas	(tor - tee - yas)
days — dias	(dee - as)

dinner — la cena	(seh - na)
the father — el padre	(pa - dray)
the friends — los amigos	(a - megos)
good — bueno	(boo - ay - no)
Good afternoon — Buenas tardes	(boo - ay - nas tar - des)
Goodbye — Adios	(a - deeos)
Good night — Buenas noches	(boo - ay - nas no - chays)
How are you? — como esta?	(coh - moh es - tah?)
madame — Senora	(sen - yor - a)
me — me	(meh)
milk — la leche	(leh - che)
the money — el dinero	(dee - ner - o)
the mother — la madre	(ma - dray)
please — por favor	(por fay - vor)
party — la fiesta	(fay - esta)
sir — senor	(sen-yor)
the shawl — la mantilla	(man - teel - ya)
supper — la cena	(seh - nah)
thank you — muchas gracias	(moo - chas gra - seeahs)
yes — si	(see)
you are welcome — de nada	(deh na - dah)
grandmother — abuela	(ab - weh - la)
avenue — avenida	(a - ven - ee - da)
pretty — bonito	(bow - nee - toe)
street — calle	(cal - yeh)
Fifth of May — Cinco de Mayo	(seen - ko day may - oh)
sweet — dulce	(dool - say)
schools — escuelas	(es - kweh - las)
Hello — Hola	(oh - la)
mine — mio	(mee - o)
bread — pan	(pahn)

Terms which could be illustrated to show meanings are: centavo, chicle, charro, fiesta, hacienda, rebozo, serape, siesta, sombrero, tamales, tortilla, plaza, pinata, peon, patio, metate, marimba, machete.

References:

1. **Living In Latin America**
2. **Lands of Middle America**
3. **New World Horizons**
4. **Southern Lands**
5. **Neighbors in the Americas**
6. **Geography of American People**

Spelling: adobe, burro, carnival, charcoal, embroidery, gourd, mango, marimba, peon, patio, plaza, serenade, siesta, population, superstitious, descendants, educated, apartments, suburbs, cencus, conveniences, woven, language, seasoning, griddle, patterns, urban, rural, poverty.

MARACAS

Maracas are made in Mexico from brightly painted gourds partly filled with pebbles, beans, or rice. The person who plays the maraca usually has one in each hand. He shakes them up and down in time to the music.

Since we do not have gourds make maracas from vegetables. Choose vegetables that fit the hand easily, such as a potato or a turnip or a large carrot. Grease your vegetable with lard or vaseline. Cut strips of paper about one-half inch wide. Make a paste of flour and water — about equal amounts. Dip each strip into the paste. Press the paste from the strip, then wind them evenly about the vegetable and cover it completely. Put on about seven or eight layers of paper. Allow the covered vegetable to dry for two days. When dry and hard cut the maraca in half through the thickest part and remove the vegetable. The inside will be a little damp. Allow it to dry a day or two. When the inside is dry partly fill one-half with pebbles, beans, or rice. Join the halves together by putting on several layers of newspaper over the whole form. Dry again.

Paint and decorate the maraca. A design from a flower, insect, bird or animal may be made. The design may be an all-over pattern or a border type of pattern. A coat of shellac or clear nail polish will make it glossy and preserve the color.

HOW THE PEOPLE WORK

Purposes:

1. To gain a knowledge of the industries, occupations, and products of Mexico.
2. To gain an understanding of the relationships between climate, natural resources and industries.

Major Learnings:

1. White people of Spanish descent are usually ranchers, bankers, and factory owners. The Mestizos are factory and office workers, doctors, lawyers, politicians, policemen, shopkeepers, writers, teachers, painters, musicians. The slums of the towns and cities are largely made up of mestizos who work in the factories, are porters, or day laborers. The Indian population live in isolated villages where they make their own utensils, weave cloth and raise corn much as they did centuries ago.
2. Agriculture:
   1) A wide variety of climate and soil, due to the fact that the country lies in both the Temperate and Tropical zones. This permits a diversification of crops to an extent attainable in few other countries.
   2) The entire corn crop supplemented by imports is required for domestic consumption.
   3) Products: corn, frijoles, cotton, henequen, bananas, wheat, chicle, coffee, tomatoes, oranges, apples, peaches, pears, lemons, potatoes, tobacco, rubber, and vanilla.
   4) Cattle and sheep ranches spread out over the dry northern plateau.
3. Manufacturing:
   1) Manufacturing has not been favored by natural conditions. Potential water power and oil make up to some extent for the lack of coal.
   2) Textile spinning and weaving is one of the most highly developed branches of Mexican manufacturing. The chief materials produced are cotton, wool, silk, and rayon.
   3) Important among the other establishments in the Mexican manufacturing field are sugar, cigar and cigarette, shoe, binder twine, and soap factories; breweries, and flour, paper and coffee mills.
4. Mining:
   1) Mineral extraction is the most highly developed and best organized national industry.
   2) Mexico is the leading world producer of silver.
   3) Other minerals mined are: gold, lead, zinc, copper, antimony, graphite, mercury, tin, tungsten, iron, and petroleum.
   4) Pottery and handicrafts.
   5) Trade of products with other countries for manufactured tools and machinery.

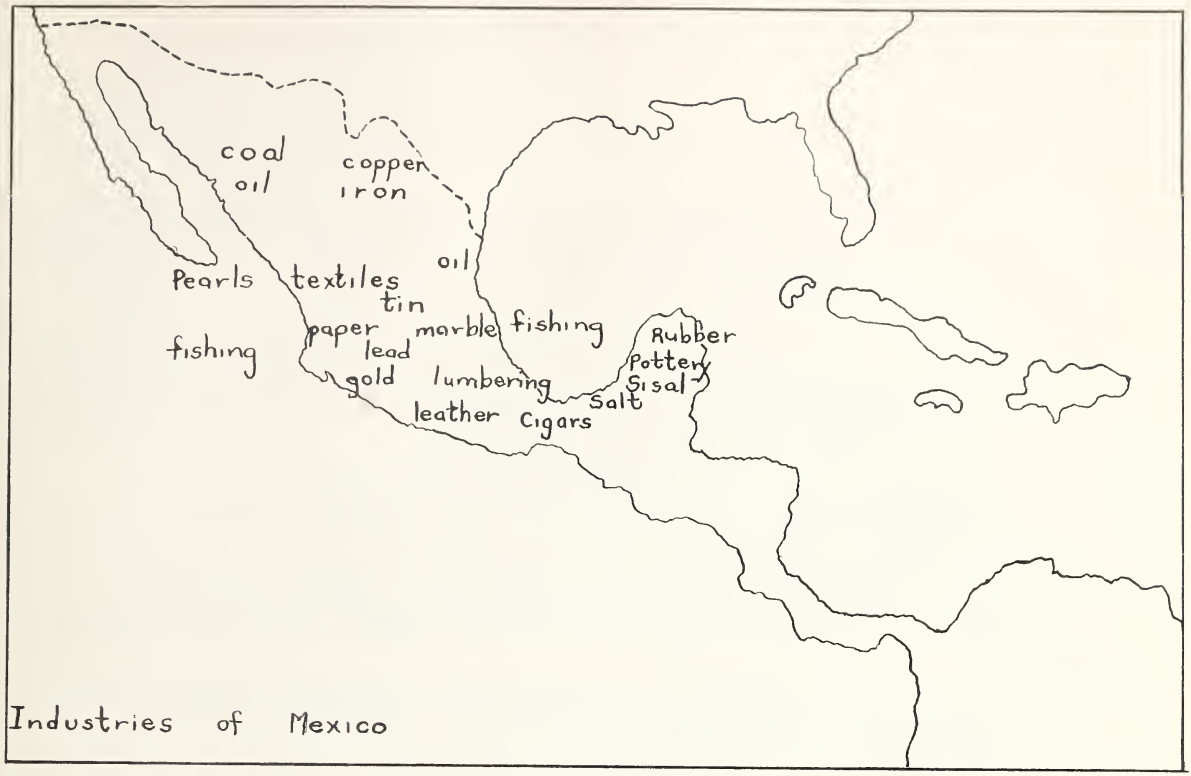
Activities:

1. Make reports on products. (Determined by pupil interest and availability of texts.)
2. Make maps showing location of industries and agricultural products.

Terms: maquey, vanilla, transportation, industries, chicle, occupations, cacao, charro, products, primitive, modern, manufactured, factories, minerals, imports, exports, ceramics.

References:

1. **Southern Lands**, pages 22, 25 - 27.
2. **Living in Latin America**, pages 127 - 130.
3. **Geography of American People**, page 298.
4. **New World Horizons**, page 227.
5. **The Lands of Middle America.**



Industries of Mexico

Agricultural Products

PROBLEMS OF THE MEXICAN PEOPLE

Purpose:

There exists in Mexico today a very large energetic group of citizens who are bringing about vast changes in the attitude of the people toward education, progress in industry, and the improvement of public utilities.

The world should be aware of the fact that vast changes are appearing because of the work and ambition of such people. Mexico can no longer be described as being made up of wholly possessive, indolent, indifferent people leaving all things until tomorrow. In Mexico manana is today. Thus the problems which follow should be reviewed carefully.

Major Learnings:

1. An energetic, government-sponsored group is attacking the problem of illiteracy.
2. Although modern methods of road construction and transportation are overcoming problems of communication, transportation is made difficult by:
   a) Mountain ranges which hinder road construction.
   b) A broad desert to the north obstructs easy communication by land.
   c) Too few ports and too few navigable rivers hinder commerce.
   d) Yucatan is isolated from the mainland by tropical jungles and swamps.
3. Manufacturing is handicapped by lack of coal and power.
4. Agrarian reforms have been instituted to overcome the poverty of the peon.
5. Health problems are due to tropical diseases. Lack of water constitute sanitation problems.

Activities:

1. On relief maps trace highways and railways to show how deserts, mountains, and jungles are obstacles to transportation.
2. Report on health problems.
3. Report on irrigation and necessity for conservation.

Terms: Found in earlier problems.

References:

Living in Latin America.

EVALUATION

Have the pupils decided:

1. How to get to Mexico?
2. What the climate is like and its effects on the lives of the people?
3. What the major geographical features are?
4. How the people work, eat, dress and play?
5. What effect their colorful past has on the lives of Mexicans today?
6. What the main industries and products of the country are?
7. What they like best about Mexican children?
8. Whether all Mexicans are shiftless, lazy people?
9. How their lives differ from ours?
10. In what way health standards are improving in Mexico?
11. What they like best about Mexican art and music or what they dislike about these things?

Have the pupils advanced:

1. In the ability to establish goals and see problems?
2. In the ability to read wisely for facts?

3. In the ability to organize those facts?
4. In the ability to contribute to group work?
5. In oral and written language?
6. In understanding of new terms?
7. In the ability to evaluate their own efforts and achievements?

Have the pupils been motivated:

1. To think critically and to establish comparisons between our own country and foreign lands?
2. To read for pleasure from the stories of other lands?
3. To make an original contribution in any field of endeavor?

Have the pupils advanced in appreciation and understanding of a foreign people?

CULMINATION

1. Invite an audience—other classes or parents—to a pupil-planned culmination program.
2. Allow the pupils to reveal the knowledge which they have gained through the oral report on subjects mastered. Encourage use of illustrations to add interest to reports.
3. Have an exhibit of the work done during the enterprise for the benefit of the other classes in the school.
4. Produce a program of songs, dances, original plays to show events in the lives of the people or to illustrate significant events in Mexico's history.
5. Construct a market in one corner of the classroom. Display the pottery, toys, animals, baskets, clothing, vegetables and flours constructed during the enterprise. Produce a market-day play.

Check list of References:

Available from School-Book Branch.

1. **Living in Latin America**—Powers and Bowen.
2. **Neighbors in the Americas**—Smith and Sorenson.
3. **Geography of American People**
4. **The Day Before Yesterday in America**—Bowden.
5. **Other Lands and Other Times**—Kelty.
6. **Explorers All**—Anthony and Barns.
7. **Southern Lands**—Taylor, Severlight, Lloyd.
8. **The Lands of Middle America**—Casteneda.
9. **Times and Places**
10. **New World Horizons**—Gough.
11. **History of Our American Neighbors**—Cordier, Robert and Martin.

Teacher's Reference: **Mexico** by Burton Holmes (Nelson). —May be specially ordered from School-Book Branch.

Readers:

1. **Up and Away**
2. **From Sea to Sea**
3. **Busy World**
4. **A Travel Book**
5. **The Brave and the Free**
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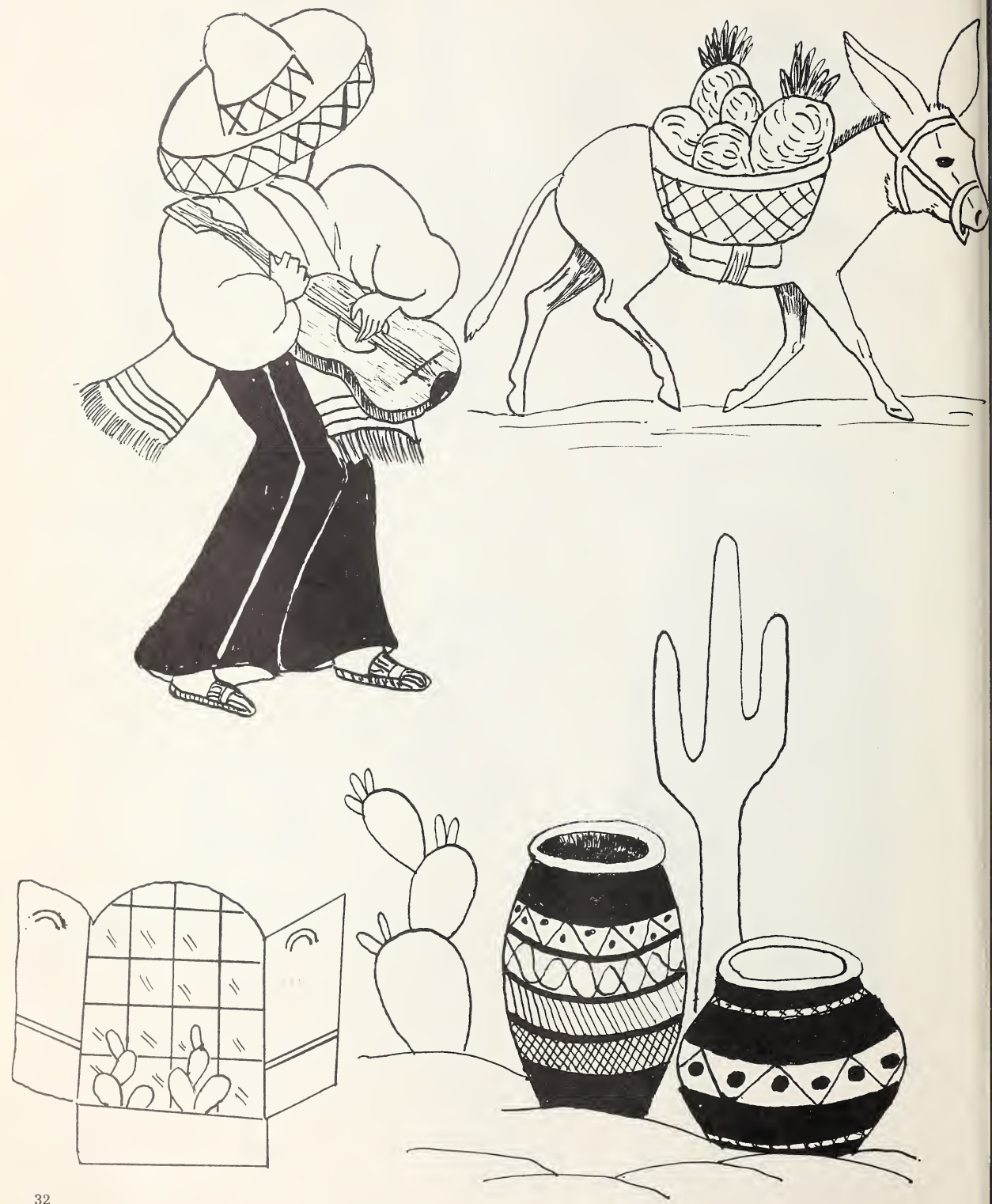

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